

2016-2017

# IHE Bachelor Performance Report

## Salem College

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### Public Schools of North Carolina

State Board of Education

Department of Public Instruction

#### Overview of the Institution

Salem College is an independent college committed to the liberal arts and to the preparation of professional educators. Founded by the Moravian Church as a school for girls (now Salem Academy), Salem College is the oldest continually operating women's college in the nation and the 13th oldest college overall. Located in historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal arts education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical,

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and ethical thought; and prepare for positions of leadership and responsibility in a changing world. As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of North Carolina since 1964. Undergraduate licensure candidates pursue a Bachelor of Arts (BA), a Bachelor of Science (BS), or a Bachelor of Science in Business Administration (BSBA) degree in conjunction with a licensure curriculum for elementary education (K-6), general curriculum special education (K-12), second language French or Spanish (K-12), middle school/secondary content areas (English/language arts, math, social studies, science), and art education (K-12). All undergraduate licensure candidates complete fieldwork in education including a field-based practicum (student teaching). Post-baccalaureate (post-bac) candidates pursuing initial licensure in elementary or special education complete all content-area and licensure coursework at Salem College; however, it is assumed that post-bac candidates wishing to teach in the middle or secondary grades begin their licensure programs already possessing a BA/BS or the required 24 hours in their desired area of specialty. If not, such candidates pursue at least 24 hours of content coursework simultaneously to the post-bac licensure curriculum. Additionally, add-on initial licensure is offered in the areas of birth-kindergarten (B-K), Academically and Intellectually Gifted (AIG, K-12), reading (K-12), and English as a Second Language (ESL, K-12). Salem offers advanced competency licensure and master's degrees for licensed practitioners wishing to enhance their professional skills in the areas of elementary education (K-6), general curriculum special education (K-12), language and literacy (K-12), and school counseling (K-12).

### **Special Characteristics**

Salem College is a multi-age campus located in a beautiful, restored historic village. Traditional age students are women, most of whom are campus residents. Adult students seeking their first four-year degrees are a significant and valued part of the undergraduate population as well. The graduate program serves two constituencies: adult students with college degrees (some with advanced degrees) wishing to change careers and enter teaching, and experienced teachers who seek to become master practitioners and enhance their professional skills and licensure. Lateral

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entry teachers are offered licensure coursework in a variety of specialty areas. In order to accommodate students' work schedules, classes for both initial and advanced licensure are available during evening hours. The constructivist philosophy guides all of Salem's teacher education programs with courses designed to emphasize integrated instruction that is authentic and student-centered.

### **Program Areas and Levels Offered**

Salem College offers the following undergraduate teacher education programs leading to initial North Carolina licensure: elementary education (K-6); art education (K-12); content areas for the middle grades (6-8) in English language arts, mathematics, science, and social studies; general curriculum special education (K-12); second language French or Spanish (K-12); and content-area secondary education (9-12) in English, mathematics, science, and social studies. At the graduate level, Master of Arts in Teaching (MAT) candidates may earn licensure (initial and advanced) in elementary education (K-6); art education (K-12); content areas for the middle grades (6-8) in English language arts, mathematics, science, and social studies; general curriculum special education (K-12); second language French or Spanish (K-12); and content-area secondary education (9-12) in English, mathematics, science, and social studies. Candidates who possess a first license may pursue add-on licensure for academically and intellectually gifted (AIG K-12), birth-kindergarten (BK), English as a Second Language (ESL K-12), and reading (K-12).

### **Pathways Offered (Place an 'X' under each of the options listed below that your IHE Provides)**

Traditional	RALC	Lateral Entry
X	X	X

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**Brief description of unit/institutional efforts to promote SBE priorities.**

**All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

Early in their program of study, all initial licensure candidates are required to complete a class addressing 21<sup>st</sup> Century Teaching & Learning. This course introduces candidates to the principles for integrating instructional technology and provides them with experience in using a variety of instructional tools. The use of instructional technology is integrated in all other education courses with special emphasis given in methods courses where candidates focus on the intersection of technology integration and content pedagogy. During the student teaching experience, candidates must demonstrate the effective use of instructional technology.

**Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Those faculty teaching literacy and mathematics methods courses have themselves taken the appropriate licensure exam, studied the identified objectives, and reviewed courses for alignment to those objectives. The Department of Teacher Education has collaborated with the Mathematics Department to offer a series of review sessions for the General Curriculum Mathematics Subtest, and in the spring of 2017, Salem offered a three-hour course focused on mathematics content for elementary educators. Before advancing to the full-semester student teaching internship, teacher candidates must demonstrate proficiency by passing all required licensure exams.

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**Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Candidates are introduced to the principles of instructional planning through the Instructional Design course, which candidates complete early in their licensure program. This course addresses assessment as a key element of instructional planning, and candidates must demonstrate an understanding of formative and summative assessment. All subsequent methods courses build on this foundational knowledge and require candidates to demonstrate use of both assessment practices in lesson and unit plans. During the student teaching experience, candidates must weekly demonstrate use of formative and summative assessment. The Teachers as Practitioners Impact project provides evidence of the ways in which student teachers are using formative and summative assessments and includes data to document how these assessment practices impact student learning. It is during this semester that teacher candidates are given more extensive experience with the technology-based assessment systems used within their assigned school.

**Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

The department's approach to instructional planning emphasizes the importance of integrating the arts across all content areas. Candidates at all levels, but especially at the elementary level, are required to demonstrate integration of arts in lesson and unit plans during their methods courses. During the student teaching experience, candidates must address the arts in their instructional plans and are provided feedback from cooperating teachers and student teaching supervisors. This integration is a required component of the Teachers as Practitioners instructional unit, a required summative assessment.

**Explain how your program(s) and unit conduct self-study.**

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All faculty members are involved in the self-study process for all licensure programs. Faculty review assessment data to determine areas of strength and areas for focused improvement. During the 2016-2017 academic year, the unit prepared an extensive self-study for submission to the Council for the Accreditation of Education Preparation (CAEP) visit.

**Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.**

Salem College's field and clinical experiences are currently organized in three stages. Stage I includes the introductory level courses (Semesters 1 and 2). In these courses, teacher candidates are asked to begin to observe and reflect on what it means to be a teacher by visiting local schools, observing classes and students, and talking to teachers. In Stage II (Semesters 3-5 in the program), teacher candidates progress to a more active role in the classroom. Learning experiences during Stage II include additional observations; mini lessons; community nights at local schools; and individual, small group, and whole group instruction. Within each initial licensure program, a specific Stage II course has been identified for the completion of a full-semester field placement in a low-performing school. Stage III is the student teaching experience in which students complete the student teaching internship in a K-12 classroom.

**How many weeks are required at your institution for clinical student teaching?**

In the 2016-2017 school year, clinical student teaching was a one-semester, fifteen-week experience. Effective in 2017-2018 school year, the Department of Teacher Education will implement a two-semester clinical experience. During semester 1, candidates will receive their student teaching placement and complete practicum hours in this setting. The practicum will allow candidates a thorough orientation with the school setting and the classroom environment. Under the supervision of the clinical educator, they will begin gradually assuming responsibilities working with small group instruction, delivering mini-lessons, and with approval by the clinical educator, teaching full lessons. This practicum will be followed by semester 2,

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EDUC 399/599 Teachers as Practitioners, in which they assume teaching responsibilities. Over the two semesters, candidates will exceed the minimum sixteen-week requirement.

**How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?**

Extending student teaching across two semesters will allow candidates to have experiences in both fall and spring semesters. While the Salem academic calendar does not allow for candidates to be in the classroom for the final weeks of the P-12 school year, their classroom involvement will extend into May, and candidates will gain experiences in the final quarter of the school year. Because the beginning of the Salem academic year more closely aligns with the beginning of the P-12 academic year, candidates will have the opportunity for engagement in clinical experiences at that time.

**Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?**

Yes. Effective July 1, 2016, Salem College requires teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE)  
INITIATIVES**

**A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston Salem/Forsyth County Schools – Ibrahim Elementary
Start and End Dates	11/7/2016

Priorities Identified in Collaboration with LEAs/Schools	Provide opportunity for pre-service candidates to plan and implement literacy station activities for K-2 students and their families along with preparing a dual language parent handout to offer suggestions for home activities to further extend the meaning of the station activity.; Participate as a IHE partner/volunteer in the annual school-wide read aloud activity and increase level of public school/IHE partnership
Number of Participants	Salem Teacher Candidates: 16 Ibrahim Students & Family Members: 50
Activities and/or Programs Implemented to Address the Priorities	Family Literacy Night; Young Author's Week Guest Reader
Summary of the Outcome of the Activities and/or Programs	Outcomes of this project included (1) children and parents at Ibrahim Elementary participated in meaningful literacy activities that can be replicated at home to enhance reading and writing proficiencies (2) teacher candidates received real world experience working with children and their parents in a school wide event (3) teacher candidates gained valuable experience designing and implementing hands-on, minds-on, engaging activities that incorporated reading, writing, technology and the arts (4) teacher candidates understood the importance of building relationships with families as a way to strengthen the school-home connection toward the promotion of increased literacy achievement.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	WSFCS/Speas Global Elementary School
Start and End Dates	4/3/2017
Priorities Identified in Collaboration with LEAs/Schools	Provide opportunity for pre-service candidates to plan and implement literacy station activities for K-2 students and their families along with preparing a dual language parent handout to offer suggestions for home activities to extend the meaning of the station activity.
Number of Participants	Salem Teacher Candidates: 16 Speas Students & Family Members: 50
Activities and/or Programs Implemented to Address the Priorities	Family Literacy Night
Summary of the Outcome of the Activities and/or Programs	Outcomes of this project included (1) children and parents at Ibrahim Elementary participated in meaningful literacy activities that can be replicated at home to enhance reading and writing proficiencies (2) teacher candidates received real world experience working with children and their parents in a school wide event (3) teacher candidates gained valuable experience designing and implementing hands-on, minds-on, engaging activities that incorporated reading, writing, technology and the arts (4) teacher candidates understood the importance of building relationships with families as a way to strengthen the school-home connection toward the promotion of increased literacy achievement.



LEAs/Schools with whom the Institution Has Formal Collaborative Plans	WSFCS/Sherwood Forest Elementary School
Start and End Dates	3/7/2017
Priorities Identified in Collaboration with LEAs/Schools	Participate as a IHE partner/volunteer in the annual school-wide read aloud activity and increase level of public school/IHE partnership
Number of Participants	P-12 Students: 100
Activities and/or Programs Implemented to Address the Priorities	Read Across America Guest Reader
Summary of the Outcome of the Activities and/or Programs	Five classrooms enjoyed a read aloud by a volunteer and the partnership with the school was further enhanced
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Griffith Elementary School
Start and End Dates	10/20/16
Priorities Identified in Collaboration with LEAs/Schools	Collaborate with a local school to provide hands-on opportunities for students to interact with science and math standards.
Number of Participants	Salem students: 20 Griffith students: 50
Activities and/or Programs Implemented to Address the Priorities	Math/Science Night
Summary of the Outcome of the Activities and/or Programs	Salem College teacher candidates successfully planned and led a Math/Science Night for Griffith Elementary K-5 students. Salem students planned hands-on activities aligned with science and math standards and implemented them at tables/stations for the students to visit. Salem students prompted students' thinking as they worked with them at each station. Parents left each table with a handout written by the Salem students offering ideas for working at home on the same math and science standards explored at the table.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ibrahim Elementary School
Start and End Dates	3/9/17
Priorities Identified in Collaboration with LEAs/Schools	Collaborate with a local school to provide hands-on opportunities for students to interact with science and math standards.
Number of Participants	About 30 Salem students and about 10 elementary students
Activities and/or Programs Implemented to Address the Priorities	Math/Science Night

Summary of the Outcome of the Activities and/or Programs	Salem College teacher candidates successfully planned and led a Math/Science Night for Ibrahim Elementary K-5 students. Salem students planned hands-on activities aligned with science and math standards and implemented them at tables/stations for the students to visit. Salem students prompted students' thinking as they worked with them at each station. Parents left each table with a handout written by the Salem students offering ideas for working at home on the same math and science standards explored at the table.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Stokes County -Mount Olive Elementary and Poplar Springs Elementary Schools
Start and End Dates	2/16-17/2017
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	P-12 Students: 50
Activities and/or Programs Implemented to Address the Priorities	Judged the Math Fair by interviewing students and provided feedback to help students improve projects before the next level of competition
Summary of the Outcome of the Activities and/or Programs	Several students won at the district level.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pinnacle Elementary and Poplar Springs Elementary Schools
Start and End Dates	9/16-29/2016
Priorities Identified in Collaboration with LEAs/Schools	Mathematics Instruction
Number of Participants	75 P-12 students and faculty
Activities and/or Programs Implemented to Address the Priorities	Demonstrated the teaching of Guided Math lessons
Summary of the Outcome of the Activities and/or Programs	Taught math lessons in small groups to demonstrate differentiation to teachers in grades 2 and 5, followed up with debriefs with teachers and instructional coach

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1

	White, Not Hispanic Origin		White, Not Hispanic Origin	26
	Other		Other	2
	Total		Total	30
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	15
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	34
	Other	0	Other	1
	Total	2	Total	52
Part-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	0
	Total		Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	3	Total	4

#### B. Program Completers and License Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
Prekindergarten	.	.	.	.
Elementary	.	.	5	5
MG	.	1	.	2
Secondary	.	1	1	.
Special Subjects	.	1	.	2
EC	.	1	5	.
VocEd	.	.	.	.
Special Services	.	.	.	.

Total	0	4	11	9
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**C. Undergraduate program completers in NC Schools within one year of program completion.**

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Salem	49	84	51
Bachelor	State	3,276	84	63

**D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.**

LEA	Number of Teachers
Winston Salem/Forsyth County Schools	330
Davidson County Schools	47
Davie County Schools	28
Stokes County Schools	28
Surry County Schools	27
Guilford County Schools	24
Yadkin County Schools	15
Wake County Schools	12
Charlotte-Mecklenburg Schools	11
Lexington City Schools	7
Wilkes County Schools	7

**E. Quality of students admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	1180
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26.5
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	491.88
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.28
Comment or Explanation:	
* Less than five scores reported	

**F. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	2	*
Elementary (grades K-6)	23	52
English	3	*
M.G. Math	1	*
M.G. Science	1	*
M.G. Social Studies	1	*
Math	2	*
Social Studies	1	*
Spanish	1	*
Spec Ed: General Curriculum	8	100
Institution Summary	43	72
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**G. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.**

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
<b>Total</b>	0	0
<b>Comment or Explanation:</b>		

**H. Time from admission into professional teacher education program until program completion**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	2				
U Licensure Only	8	7	2	2		1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

## I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	0	16

## J. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a>. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a></p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	4.3	71	23.2	1.4	69
State Level:	.1	2.9	67	28.4	1.6	6973
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	4.4	67.6	26.5	1.5	68
State Level:	.1	2.9	59.5	35.7	1.8	6915
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	5.9	77.9	16.2	0	68
State Level:	0	3.6	71.5	23.7	1.3	6915
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	1.4	7.2	69.6	20.3	1.4	69
State Level:	.1	4.1	66.2	28.7	1.0	6973
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	2.9	75	20.6	1.5	68
State Level:	0	2.8	69.3	26.2	1.7	6915
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	18.2	70.5	11.4	44		
State Level:	5	64.5	15.6	5021		

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